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ABSTRACT

THE 1967-68 ANNUAL EVALUATION REPORT OF THE NEW YORK STATE PROGRAM FOR MIGRANT CHILDREN DISCUSSES PROGRAM EFFECTIVENESS AND INNOVATIVE PROJECTS (MIGRANT AIDE TRAINING PROGRAM, OUTDOOR EDUCATION, AND CENTER FOR MIGRANT STUDIES). LOCAL AND STATE AGENCIES ACTIVE IN THE WELFARE AND EDUCATION OF MIGRANT WORKERS ARE MENTIONED. THE DIFFICULTY OF IMPLEMENTING PROGRAMS AND THE LACK OF ADEQUATE FACILITIES, SOCIAL SERVICES, AND PROFESSIONALS TRAINED IN SPEECH AND GUIDANCE AND IN THE NEEDS OF MIGRANT CHILDREN ARE ALSO DISCUSSED. NOT AVAILABLE IN HARD COPY DUE TO MARGINAL LEGIBILITY OF ORIGINAL DOCUMENT. (KG)

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(As Amended: PL89-750)

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The New York State Annual Evaluation Report for 1967-68 Fiscal Year: Programs for Children of Migratory Workers

This report was filed with the U.S. Office of Education
in partial fulfillment of the requirement of
the Elementary and Secondary Education Act

UD 009 532

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12224
Division of Evaluation
December 1, 1968

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FOREWORD

Recognizing its responsibility for the education of all children, New York State beginning in 1956 set aside funds for summer school programs for children of migrant workers. Additionally the increased financial aid available through the 1967 amendment to Title I of the Elementary and Secondary Education Act of 1965 enabled the program to expand from the two centers in 1956 to 37 in the summer of 1968. New York State's 1968 federal allocation of $1,102,303 was augmented by a $90,000 grant from the State.

From the inception of the federal amendment in 1967 the operation of the program has been a cooperative Department effort with the major responsibility for its administration resting with John O. Dunn, formerly Supervisor of Elementary Education within the Division of School Supervision. The coordination of the testing program, including inservice training in the administration of the Wide Range Achievement Test, was assumed by the Bureau of Pupil Testing and Advisory Services, Division of Educational Testing. The ESEA Evaluation Unit in the Division of Evaluation was given the task of program reporting, since it had a similar responsibility for all other Title I programs.

In November 1968, recognizing the importance of the additional State role of providing educational programs for children of migratory workers, the Education Department established a Bureau of Migrant Education. Mr. Dunn was named Chief of the Bureau and is assisted by consultants who also are experienced in the field of migrant education.

In the report which follows, the sections explaining the results of the Wide Range Achievement Test were prepared under the direction of Priscilla H. Crago, Chief of the Bureau of Pupil Testing. The remaining data for the evaluation report were compiled from documents forwarded from all of the participating districts and agencies. Elsie L. Finkelstein, Associate in Education Research, with the assistance of Judith Ormiston, Education Aide designed and wrote the report.

Lorne H. Woollatt

Lorne H. Woollatt
Associate Commissioner for
Research and Evaluation

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New York State Program for Migrant Children
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1967-68 Fiscal Year

INTRODUCTION

Programs funded under Public Law 89-750 of Title I, ESEA for children of migratory workers were held in 37 school districts in New York State in fiscal 1968.

In the summer of 1968, 34 school districts conducted educational programs for such children—an increase of eight districts over last year. In addition, eight districts were funded for fall programs (September 1967) and three for programs held during the spring of 1968. Although there is a separation of programs, it should be noted that the count of the school districts is not additive.

In conjunction with the educational programs three districts held in-service training programs for their teachers. To assist in meeting the demand for teachers and aides to serve in the State's programs, one district focused on preparation of professional staff and three on preparation of paraprofessional staff to meet the unique needs of the migrant children. Thus, 25 teachers and 49 teacher aides were specially trained and available to serve other districts conducting educational programs for the children.

A total of 2,880 different children participated in the programs: 2,234 in the summer, 890 in the fall, and 132 in the spring, some of whom participated in more than one program. The grouping of participants by age level is indicated in Table 1.

Table 1

Number of Participants by Age Level

Age	Under 5	5	6	7	8	9	10	11	12	13	14	15	Over 15	Total
Number	151	288	325	339	323	322	310	296	211	114	102	41	58	2,880

The emphases of the programs were to provide services to improve basic skills such as reading, math, language arts and speech, to improve behavior, social attitudes and self-image, and to increase experiential background. The programs attempted to meet these needs in various ways. The Newfane Central School

District program, for example, revolved around five "units" of work through which the traditional "3 R's" were taught along with cultural enrichment activities. In the Dunkirk School District experiences in child care and family living were provided for the older children so they could handle added responsibilities at home. Attempts were made to improve the children's everyday living habits with training in health, safety, homemaking, woodcraft, and social skills.

In addition at Warwick Valley Central School, training in language arts for the children, many of whom were bilingual, was approached through dramatization and story telling. Choral reading, singing, puppet plays, and poetry were also employed in an attempt to meet this need. The main purpose of the program at Lake Shore Central School was to provide students with new experiences which they could incorporate into their mode of everyday functioning. To assist in achieving the purpose, frequent field trips were conducted to various industrial and religious institutions. The above mentioned approaches are only a few examples of the unique endeavors to meet the individual needs of the migrant children.

The evaluation report presented below follows the outline provided by the United States Office of Education and was compiled from the reports of the participating schools.

GENERAL PROGRAM EFFECTIVENESS

Many services were specifically provided to migrant children. The expanded services took the form of: medical and dental treatment, more field trips, swimming and physical education programs, social work services, individual counseling and breakfast and lunch provisions.

Attendance was generally good throughout the programs. In many cases the attendance of the children was markedly increased over last summer. Attendance figure improvements were reported in the districts providing the above mentioned services.

Effective Program Activities

The activities listed in Table 2 are those which local school district personnel have judged most effective in educational programs for children of migrant workers. The responses were compiled from a State Education Department questionnaire completed by local program personnel and are ranked by frequency of mention for all grade levels.

As can be seen from the table, the use of audiovisual materials, individualized instruction, and field trips to increase

experiential backgrounds were judged as the components showing the most promise for improving educational attainment for children of migratory workers.

Table 2

Effective Program Activities by Grade Level

Activity	Total	Grade Level		
		Pre-3	4-6	7-12
Audiovisual materials	24	11	8	5
Individual instruction	20	8	6	6
Field trips	19	9	9	1
Music and art	11	7	3	1
Core experience programs	9	5	3	1
Small group activities	8	2	5	1
Reading programs	8	1	5	2

Effective Classroom Procedures

In response to a questionnaire regarding teaching techniques and their effectiveness in the instruction of migrant children, the following procedures were most often cited as efficacious:

Small group and individual instruction. Small group and individual instruction were cited as necessary in dealing with children of such diverse educational backgrounds. Not only could basic skills be taught more effectively in this manner but also the opportunity existed for a one-to-one relationship between the migrant child and the teacher.

Informal classroom procedures. Because migrant children have had less exposure to formal schooling, they are less accustomed to the demands of routine classroom procedures. Frequent change of activities and rotation of basic subjects with recreational ones created an informal atmosphere. Children became physically involved in concrete learning situations as it was felt that this would facilitate their learning of basic skills.

Multimedia teaching materials. Multimedia teaching aids such as films, recordings and programmed materials were used extensively. Children were taken on many field trips; these trips were coordinated with units of study.

Since the majority of the programs were conducted in the summer, integrated programs could be effected only when local school districts were implementing summer school programs for indigenous children; where possible the migrant children were integrated into these programs. School administrators from districts offering no summer programs for indigenous children expressed the opinion that an integrated program would be beneficial to all these children.

In the eleven programs conducted during the regular school year (spring and fall) the children were integrated into the regular classrooms; they also received individual and small group instruction in basic skill areas.

In the integrated programs, migrant and nonmigrant children had an opportunity to learn from each other and to share cultures.

Summary of Subjective Assessments

While administrators and teachers agreed that some program areas needed strengthening and some services were lacking, the majority felt that their programs were extremely successful in meeting the unique needs of the migrant children. The following conclusions were drawn on the basis of a review of the individual school reports.

Administrators and teachers. School personnel involved in the programs indicated that students made considerable gains especially in the areas of reading and basic skills. Improvement was noted in class work and general classroom behavior. This improvement was attributed to the fact that the children received individual instruction and attention.

The participants in migrant programs showed improvement in many areas. Improved behavior and response to classroom routines were noted. Children were eager to attend school; they responded with enthusiasm to the help given them. Many became more outgoing and willingly participated in discussions and other activities. Teachers felt that the children's self-concept improved as school successes were achieved.

Community and parents. Community reactions to the migrant children and the programs were generally favorable. Improved communication between the school and the community increased community awareness of the objectives of the programs and the needs of the migrant children. Community understanding and acceptance increased, particularly on the part of the residents who met the children. In one community migrant children were invited into resident homes; in another private swimming pools were used for swimming instruction for the migrant children.

Parents of migrant children became more enthusiastic about the programs. Many expressed their appreciation for the educational

service especially provided for these children. Others became more aware of the importance of education; as evidence, parents became actively involved in programs and encouraged their children to attend.

Summary of Objective Assessments

Summer school programs for children of migrant workers were held at 34 centers in New York State in July and August, 1968. Although the programs varied in size, curriculum emphasis, and duration, a uniform evaluation procedure was employed in all centers.

For an objective measure the Wide Range Achievement Test, (WRAT), Level I (1965 Edition), was administered to each child at the beginning and at the end of the program. The test measures reading, arithmetic, and spelling. This test was chosen because it offers a number of advantages. From a measurement standpoint, its wide range scaling makes the test applicable to a heterogeneous age group, affording measurement of individuals at the extremes. With the usual narrow range test it is necessary to administer several levels of a test until one which offers sufficient floor and ceiling is found. The WRAT has high reliability, with coefficients ranging from .90 to .95 for the subtests. Because the test consists of open-ended questions rather than multiple choice questions, practice effect is minimized in a pre- and posttest situation.

From the teacher's standpoint, the test offers other benefits. The test is individually administered and allows the teacher to observe each child's attack. It yields grade-equivalent scores which enable the teacher to select instructional materials at an appropriate level for each child at the start. This is particularly important for a group such as migrant children where schooling has been irregular and grade placement is unlikely to match age level.

Grade-equivalent scores for the reading and arithmetic subtests were sent to the Bureau of Pupil Testing and Advisory Services of the New York State Education Department for analysis. The results were classified by age ranges corresponding to the usual grade placement. For example, children between age 4 years 8 months and 5 years 7 months in July would be between 4 years 10 months and 5 years 9 months in September, approximately the usual age range for kindergarten entrance. The test results of 410 participants had to be discarded because of missing age information, or lack of either pre- or posttest results. Some children below age 5 were excused from testing because the scores they would obtain would be converted to grade-equivalents determined by an extrapolation procedure.

The results presented in Tables 3 and 4 are based on data submitted by 31 of the 34 centers.

Table 3

Wide Range Achievement Test - Scores in Reading

Grade	Age Range	N	Pretest Average	Posttest Average	Average Gain
Pre-K	3.0 - 4.7	30	Pk.17	Pk.83	+.66
K	4.8 - 5.7	126	Pk.65	K.05	+.40
1	5.8 - 6.7	193	K.26	K.57	+.31
2	6.8 - 7.7	234	1.33	1.51	+.18
3	7.8 - 8.7	224	2.00	2.15	+.15
4	8.8 - 9.7	200	2.71	2.95	+.24
5	9.8 -10.7	166	3.36	3.66	+.30
6	10.8-11.7	147	3.95	4.43	+.48
7	11.8-12.7	120	4.66	5.41	+.75
8	12.8-13.7	54	5.43	6.09	+.66
9	13.8-14.7	29	5.67	6.20	+.53
10	14.8-15.11	8	5.33	6.34	+1.01
Total		1 531			+.33

Some general questions regarding the achievement gains of the migrant children participating in the summer programs are posed below. The responses provide an analysis of the data presented in Tables 3 and 4.

What was the average gain in reading? The average migrant summer school pupil gained .33 grade-equivalent score points (three tenths of a year or three months) in reading achievement.

In what grades did the largest reading gain take place? When the gains in reading are analyzed by age or hypothetical grade placement, considerable variability is observed. The largest gains were in grades 10 and 7 (1.01 and .75 respectively). The gains for all grades were positive, ranging from .15 to 1.01. The gains at each successive grade level from grade 3 to grade 7 were progressively larger, from .15 to .75.

Table 4

Wide Range Achievement Test - Scores in Arithmetic

Grade	Age Range	N	Pretest Average	Posttest Average	Average Gain
Pre-K	3.0 - 4.7	30	Pk.21	Pk.85	+.64
K	4.8 - 5.7	129	Pk.71	K.11	+.40
1	5.8 - 6.7	195	K.48	K.86	+.38
2	6.8 - 7.7	234	1.55	1.79	+.24
3	7.8 - 8.7	226	2.12	2.36	+.24
4	8.8 - 9.7	201	2.80	3.03	+.23
5	9.8 -10.7	167	3.35	3.63	+.28
6	10.8 -11.7	147	3.96	4.24	+.28
7	11.8 -12.7	119	4.51	4.83	+.32
8	12.8 -13.7	55	4.83	5.28	+.45
9	13.8 -14.7	31	4.86	5.43	+.57
10	14.8 -15.11	10	4.78	5.22	+.44
Total		1 544			+.31

What was the average gain in arithmetic? The average gain in arithmetic of .31 grade-equivalents was similar to the gain of .33 in reading.

In what grades did the largest arithmetic gain take place? The average gain ranged from .23 to .64 grade-equivalents in arithmetic achievement for the different grades. The prekindergarten group and the grade 9 group made the larger gains, but in actuality the variation in the magnitude of the gains from one grade level to another was slight.

How did the achievement of migrant children compare to that of children in the norms population? In the norms population the average pupil entering grade 1, 2, or 3 has a grade-equivalent score of 1.0, 2.0, or 3.0. The migrant children of the same ages in this study, however, consistently obtained grade-equivalents lower than

Figure 1

Grade-to-Score Relationship in Reading

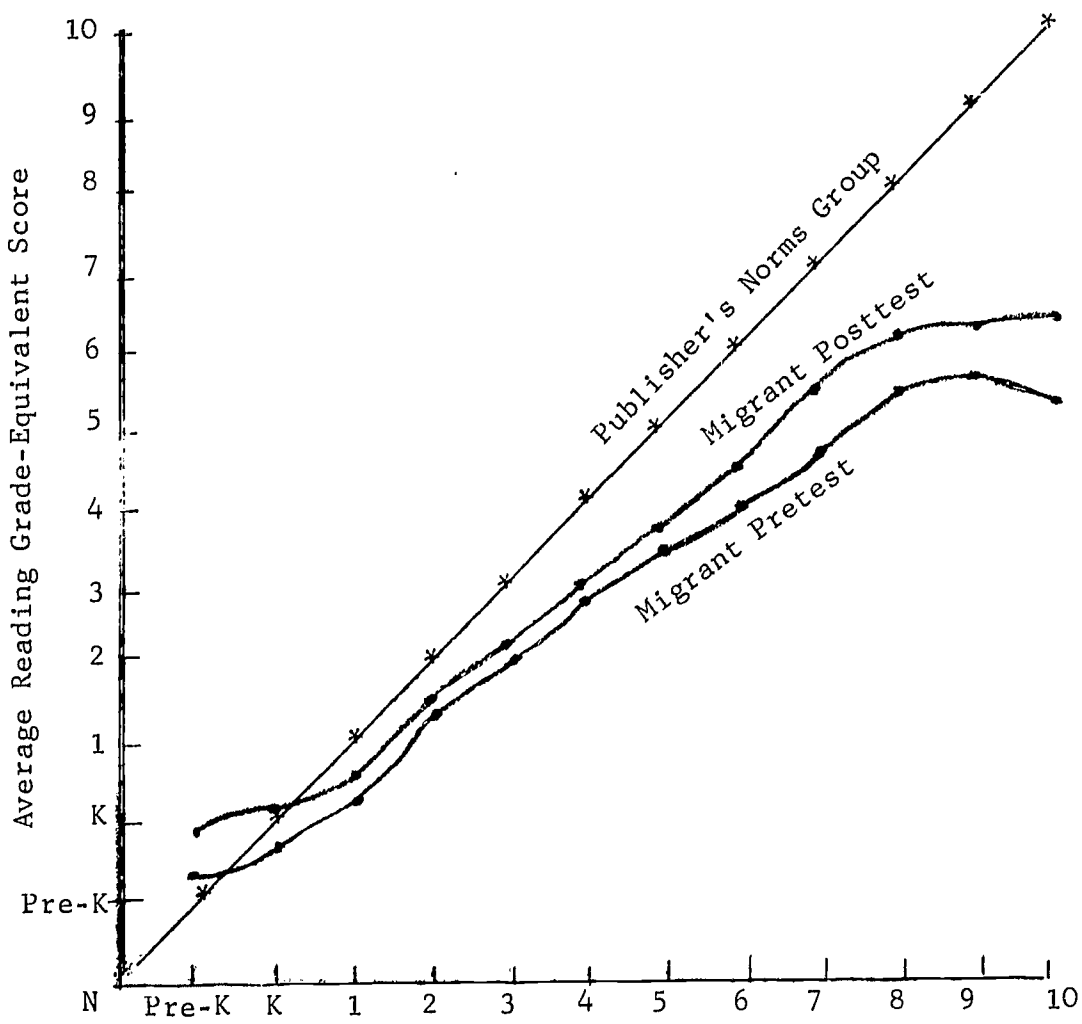
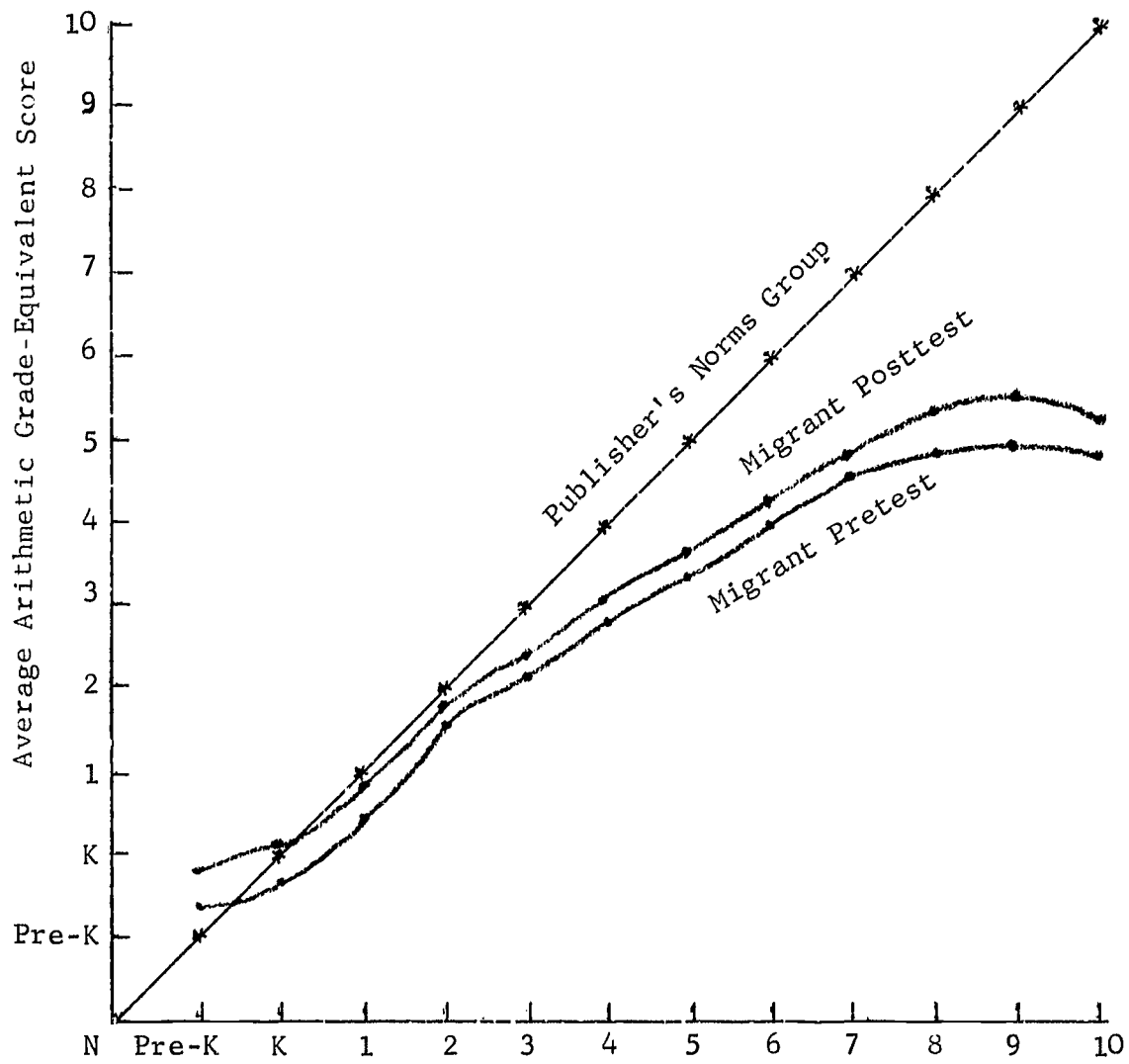


Figure 2

Grade-to-Score Relationship in Arithmetic



expected.[1] The only exception occurred in the prekindergarten age group which scored at the expected level on the pretest. The average pretest score of the kindergarten, grade 1, and grade 2 migrant child was less than one year lower than the norms group in reading and arithmetic. In grades 3 to 5 the average migrant child was from about 1 to 2 years lower. In subsequent grades there was a widening gap between the migrant child and the norms group child, until in grade 8 and above the migrant child was performing below the entering grade 6 level in reading and at the grade 4.8 level in arithmetic. (See Figures 1 and 2)

Although the gap in terms of grade-equivalents widened, the slope showing grade-to-score relationship went steadily upwards from one grade to the next. If the grade-to-score curve could be considered a growth curve, one would say that growth occurs at a more slowly accelerating pace in the migrant group than in the norms group. Both the migrant and norms groups, of course, represent cross-sectional samples rather than longitudinal ones.

How did the migrant gains compare to the norms population gains? The norms population which provided scores on which the grade-equivalent scale is based achieves one grade-equivalent higher in each succeeding grade in school. The grade-equivalent scores are then subdivided into tenths to represent 10 months in the school year. It is assumed that growth occurs at an even pace throughout the year, so that one month of instruction should lead to one month's improvement in score.

The migrant programs in New York State generally lasted four to eight weeks. Since the average gain in reading and arithmetic was three months, it appears that the migrant gains were larger than the hypothetical norms group gains of one to two months.

How do the 1968 gains compare to the 1967 gains? The average gains reported in the 1967 summer migrant school evaluation were .40 grade-equivalents in reading and .31 in arithmetic. The 1968 average gain in reading (.33) was slightly lower, while the average gain in arithmetic was exactly the same.

How do the gains of bilingual and non-English speaking children compare to the gains of the total group? There were 127 bilingual children for whom test information was complete. Of these, 118 spoke Spanish and English, and 9 spoke French as a second language . There were also 11 non-English speaking children whose sole language was Spanish; their pretest average scores, however, indicate some apparent knowledge of English word pronounciation.

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1 The attaining of grade-equivalent scores lower than expected from average children is consistent with the educational lag noted in urban area deprived children. The State Education Department, Closing the Gap, Albany, New York, August 1968, p.10.

The migrant children who spoke only Spanish made the largest gains (1.00 grade-equivalents in reading and .47 in arithmetic) on the WRAT. However, because of the small size of this group, these large gains lack real significance.

Table 5 lists the WRAT results of the bilingual and non-English speaking children.

Table 5

Wide Range Achievement Test - Scores of Bilingual, Monolingual and Total Groups

Migrant Group	N	Average Age	Pretest Average Grade Equivalent	Posttest Average Grade Equivalent	Gain
French-English:					
Reading	9	8.1	2.34	2.71	+.37
Arithmetic	9	8.1	2.89	3.14	+.25
Spanish-English:					
Reading	118	9.0	2.44	2.74	+.30
Arithmetic	117	9.0	2.52	2.89	+.37
Spanish Speaking Only:					
Reading	9	9.4	2.46	3.46	+1.00
Arithmetic	11	9.8	2.30	2.77	+.47
Total Group:					
Reading	1,531		2.28	2.61	+.33
Arithmetic	1,544		2.32	2.63	+.31

It is to be noted that the arithmetic averages are higher than the reading averages in the bilingual groups, whereas the averages are on the same level in the total group.

How do the gains of a repeater group compare to the gains of the total group? Approximately one-third of the children attending programs in 1967 returned to New York State summer migrant programs in 1968. Information necessary for use in a repeater study was available for 332 of these 418 children. Their average age in the summer of 1968 was 9.4 years.

Those migrant children who participated in both the 1967 and 1968 summer programs made an average gain of approximately 6 months between September 1967 and July 1968—the 10-month period when they were not in attendance in New York State summer programs. A .36 gain was made in reading in the one or two month summer programs of 1968. This gain was similar to the .33 gain made by the total group. The repeater group made a smaller gain of .23 in arithmetic.

The total gains for a complete year's elapse (from first posttest to the second posttest) of .93 in reading and .83 in arithmetic are only slightly below the expected growth rate of one year per year of instruction.

Table 6 lists the averages and gains made by the returning migrant children.

Table 6

Wide Range Achievement Test - Scores of Repeaters and Total Group

Migrant Group	N	1967 Post-test Average	Winter Gain	1968 Pretest Average	Summer Gain	1968 Post-test Average	Cumulative Gain Posttest 1967-1968
Repeaters:							
Reading	332	2.35	.57	2.92	.36	3.28	+.93
Arithmetic	331	2.32	.60	2.92	.23	3.15	+.83
Total Group:							
Reading	1,531			2.28	.33	2.61	
Arithmetic	1,544			2.32	.31	2.63	

Other Objective Measures

Teacher developed tests were used as evaluation devices in ten of the reporting programs. These tests were used to assess progress and to provide feedback for the children. Because of the educational deficits of the children, this type of informal assessment was most helpful to the individual teacher as an ongoing indicator of specific difficulties which might require curriculum modifications. Informal testing was considered helpful in developing instructional programs geared to the individual children.

In addition to the testing reported above, various objective reading and psychological tests were used for assessment purposes.

In one program, a Spanish translation of the Wide Range Achievement Test was used to determine if a child was literate in Spanish if not in English. For reading assessment purposes, the Botel Reading Inventory, Gates Reading Survey, Survey of Reading Achievement and Durrell-Sullivan Reading Capacity and Achievement Test were used. For other assessment purposes the following tests were used: Otis Quick-Scoring Mental Ability Test; Wechsler Intelligence Scale for Children; Wechsler Preprimary Scale for Children; Peabody Picture Vocabulary Test; California Achievement Test; Metropolitan Achievement Test. Speech screening tests were also used.

INNOVATIVE PROJECTS

The programs below were selected by the staff of the State Education Department's Migrant Education Office as examples of exemplary and innovative program activities designed to serve migrant children.

Migrant Aide Training Program

In Eden, New York, a 20-week Migrant Aide Training Program (MAP) was initiated to train former migrants to assist in the classroom. Other purposes were to increase awareness of educational opportunities as well as to augment the earning power of the group. The aides served a vital function as liaison between the school personnel and parents of the migrant children and served to lessen suspicions of the migrant parents toward the school.

The aides were selected on the basis of several criteria. They had to be migrants or former migrants and in the lower socio-economic strata. The 17 individuals selected represented whites, Puerto Ricans and Negroes. Two nonmigrant aides were also included. The average age was 35, with a range of 18 to 57 years. The formal education level ranged from no formal education to one semester of college. Average educational level was eight and one-half years.

The program was two-phased: a morning session consisting of training at the center provided by a reading teacher, a health teacher, an audiovisual specialist, a typing teacher, and twenty-five consultants; an afternoon session in the elementary classroom where training was provided by a cooperating teacher to provide the experience of working with children. In both phases of the program attendance was virtually perfect—less than half of one percent absenteeism.

With the arrival of the migrant children attempts were made to place the aides. In some cases, the school administrators were reluctant to place these newly trained paraprofessionals. One administrator was skeptical that "disadvantaged groups" could be functional in his schools. With the influx of Spanish speaking

workers, the district was suddenly awakened to the value of having an aide who could relate to and identify with the children. The school contacted MAP and requested Spanish speaking teacher aides. Without the aide, the children would not have been able to share in the educational opportunities offered in this district. During May, all trained aides were finally placed.

As the program progressed, three types of aides emerged: classroom, clerical, and supervisory. The classroom aide worked with a particular teacher and group of children. The clerical aide served groups of teachers and the office secretaries, doing clerical tasks such as correcting tests. The supervisory aide monitored study halls, proctored examinations, and generally freed teaching personnel from such duties.

Effectiveness of teacher aides was evaluated by the classroom teachers. The following are typical teacher comments:

> "My aide has been a wonderful addition to our classroom. She has a very good attitude toward children. She is able to foresee their particular areas of difficulty and insecurity. She has done an excellent job with a few of our more immature students. We were able to accomplish so much more this year, thanks to the aide."

> "In the beginning I had to tell my aide what to do but now when she comes in she goes right to the wire basket on my desk, sorts out the papers and corrects what she can without having to ask me. The aide deserves a great deal of credit in that she is determined to complete the course in spite of no promise of a summer job. The whole idea behind the program is commendable and it's too bad our "educators" are so blind or is the word prejudiced? I didn't know it took a year of college to learn to love and understand children."

> "In working with the Puerto Rican children it was a great asset to me to have her as my aide. She translated notes from home, helped in writing notes to the home, gave explanations to children in Spanish and in general gave understanding and attention which helped the Puerto Rican children to better adjust both scholastically and socially. Many of them I am sure were identifying with her."

Outdoor Education

A summer Outdoor Education Program, conducted by the Ulster County BOCES, was held on the Ashokan Campus of State University College, New Paltz. This program dealt with two age groups, five to

nine and nine to fourteen, each residing at the Ashokan Campus for a 12-day period. This program was innovative in that it dispensed with a formal classroom situation entirely.

A wide range of activities was offered with academic areas covered in an informal manner. In journalism and printing, students wrote articles and printed their own posters and newspaper. This activity stressed writing, proportions, fractions and history. Stamp collecting provided a basis for studies in history and geography. Dramatics, which emphasized African folklore, provided an opportunity for role-playing and production of a play. For earth science, the children performed simple experiments dealing with weather, rocketry and motion. Photography was used to teach measurement of volumes, proportions and time as well as proper photographic techniques. Other program areas included arts and crafts, swimming, natural science, carpentry, music and animal care.

Staff members indicated that students were receptive to most learning situations; they were both attentive and enthusiastic. Of the 18 students eligible to return the second period, 17 wished to do so. During the second period, all but three expressed a desire to return a second year.

Center for Migrant Studies

The State University College at Geneseo developed and administered a Center for Migrant Studies. This innovative program provided monies for a series of studies on the migrant worker and education of migrant children. Thus far eight studies have been funded and are in various stages of completion. These studies were concerned with the following problem areas: migrant incomes, migratorial field census, migrant worker attitudes, and improvement of educational programs in speech, phonics, problem-solving and economics.

Nonstudy functions of the Center included a series of workshops for both resident and out-of-State teachers of migrant children. Teachers from Florida and Virginia participated in the workshops and observed the Curriculum Materials Center. Running concurrently with one of the workshops was a summer program for migrant children which provided a one-to-one relationship between child and teacher.

COORDINATION

Attempts have been made at both State and local levels to coordinate the services already available to the migrant population and to provide supplemental assistance in other areas.

Regular Title I Program

Children participating in fall and/or spring supplementary Title I migrant programs also benefited from the local school district Title I programs which provide extended services to all disadvantaged children. All school districts did not conduct Title I summer programs for their indigenous children; those that did, coordinated the summer program with their Title I migrant program.

Coordination of State programs is achieved through the staffs of the Education Department's Office of Migrant Education and the State Title I Coordinator. Both staffs serve in an advisory capacity with field consultation services.

State Education Department personnel in charge of the migrant program are known to local school district personnel and are available to advise and help coordinate programs. The teaching staff of the summer migrant programs is drawn from the regular school instructional staff. These same teachers are also involved in the spring and fall supplementary programs, thus providing continuity of programming for migrant students.

Local Services

Health services were provided in many of the migrant programs. County health departments conducted immunization clinics, provided records from clinics, and generally assisted in providing health care for the migrant children. The Migrant Ministry, the World Council of Churches and other local church groups, as well as local migrant committees cooperated in a concerted effort to improve the health and physical well being of the migrant children. Other agencies assisting in health care were migrant dental clinics, county dental associations and the State Health Department.

Specifically, the University of Rochester Inter-County Dental Program examined and transported migrant children for treatment in the Williamson and North Rose-Wolcott districts.

Many local welfare agencies provided services to supplement food and medical supplies and showed great interest in the program.

The 4-H Club in Warwick Valley supplied leaders and funds for equipment for instruction in sewing, cooking and gardening.

In many communities, organizations such as Volunteers in Service to America (VISTA), Junior Chamber of Commerce Wives, Senior Citizens, Salvation Army, Kiwanis, and Catholic Charities provided volunteers, teachers, funds, and clothing for the children in the program. Other agencies such as the Community Action Agency assisted with public relations and in locating and enrolling migrant children for the programs.

Child Care Centers sponsored jointly by the Department of Agriculture and Markets and the Office of Economic Opportunity provided care for the younger children thus freeing the older ones to attend schools. In some cases, Child Care Centers were conducted in the same building as the migrant education program.

Statewide Services

In an effort to coordinate the services of assisting organizations in the middle 1950's New York State established an Interdepartmental Committee on Farm and Food Processing Labor. Reorganized in 1968, it is now called the Interdepartmental Committee on Migrant Labor and is active in sponsoring legislation and programs to protect the health and welfare of migrant workers and their families.

This committee is composed of those State Departments and agencies having a direct interest in migrant labor as follows:

Department of Agriculture and Markets
Education Department
Executive Department
(Division of State Police, Office of Economic Opportunity)
Department of Health
Department of Labor
(Division of Labor Standards, Division of Labor and Management Practices, Division of Employment)
Department of Motor Vehicles
Extension Services, New York State College of Agriculture at Cornell University
Department of Social Services

Personnel from the Office of Migrant Education are in liaison with the Interdepartmental Committee as well as other agencies and organizations that are concerned with the migrant worker and his family. Proposals for educational programs for migrants conducted by the State Office of Economic Opportunity are channeled through the Office of Migrant Education to appropriate Education Department personnel for their comments and recommendations.

Members of the New York State Council of Churches and Catholic Diocesan groups attend meetings conducted by the Education Department's unit for Migrant Education and assist that office in explaining educational programs to migrant parents.

Informal contact, for the mutual exchange of information and ideas, is maintained between the Office of Migrant Education and groups such as the Southern Ulster Migrant Assistance Committee, the Long Island Volunteers and Basic Education for Adult Migrants (BEAM).

Parent Participation

Parents of migrant children served as teacher aides in seven migrant school programs. In eight other programs they served in various other capacities—non-instructional staff, monitors and volunteers in day care centers. Others helped recruit children for the program.

In the majority of programs parents visited the schools and attended special school functions such as open houses, banquets and musical programs. Parents attended conferences with school personnel—nurses, guidance personnel and administrators. One program included a basic reading program for parents; another had a community aide visit the homes of the children.

Parent participation in the migrant program has definitely had an impact on the success of the programs. Participating parents served as a link between the school and the rest of the migrant community. Increased attendance, increased interest in school activities and improved attitude and behavior on the part of the children indicate the parents' acceptance and understanding of the school program. Improved relationship and understanding between the school staff and parents has also resulted.

Non-public Schools

In New York State no children can be legally designated as non-public school children during July and August. There is no indication that migrant children were enrolled in non-public schools at the time the fall and spring supplementary programs were conducted.

PROBLEM AREAS

The major problems involved in providing educational programs for children of migratory workers centered around the mechanics of program implementation and the deficiencies which remain in the provision of ancillary services.

Program Implementation

As in all programs funded under the Elementary and Secondary Education Act, the delay in allocation announcement presented the major problem in the migrant education program. The lateness of allocation announcement and of actual funding resulted in the inability of those administrating the programs to plan programs and budgets in advance. This problem became more acute when districts

attempted to plan a combination of programs; a district wishing a fall and/or spring program was uncertain if sufficient funds would be available for a summer program.

Some difficulties were encountered at the local level in obtaining accurate information concerning the time the in-migration could be expected hence determining the arrival and the number of children to be served in the educational programs became quite complicated.

Needed Services

In spite of the apparent increase in services mentioned previously, a number of gaps still remain in the types of services provided for migrant children. Those reported most frequently are:

1. Lack of adequate facilities to provide education geared to the individual needs of the migrant children during the regular school year.

2. Lack of community awareness of the economic, educational and social problems of the migratory workers.

3. Lack of sufficient social services such as health, dental, and child care services.

4. Lack of trained professional staff in such areas as guidance and speech.

5. Lack of staff trained to understand the culture and specific needs of the migrant children.

The additional programs needed to provide these services to migrant children are apparent. Expanded facilities and resources are needed to follow-up on the health needs of these children. Greater stress should be placed on the provision of regular school educational programs and facilities to meet the needs of migratory children. Information about educational programs provided for these children should be readily available to the public in order to enhance their understanding and gain their support. Finally, more staff should be provided in the areas of weakness.

In conjunction with these additional programs needed for the migrant children, the reports from the centers stressed the need for educational guidance and vocational and cultural programs for the parents.

DISSEMINATION

On an interstate, as well as on an intrastate basis, varied techniques were employed for dissemination and distribution of materials relative to the development and evaluation of educational programs for the children of migratory workers.

Interstate

The "Transfer Record for Migratory Children" developed last year by New York and Florida was used again this year. The transfer records contain information relevant to the health and educational status of the children to provide continuity in programming as they move from state to state. A national committee was set up to revise this form for electronic data processing. The revised form was accepted by the State at the National Conference in Denver, Colorado; the committee is now investigating possible funding arrangements.

The Center for Migrant Studies at State University College at Geneseo ran a week-long (June 10-15) workshop for Teachers of Migrant Children at the request of the Virginia State Department of Education. Three Virginia teachers also participated in a workshop held August 5-30 at the Center. The director of the Center visited several Virginia schools.

Two groups of teachers from Florida visited the Center for Migrant Studies. One group visited migrant summer school programs; the other was primarily interested in the Curriculum Materials Center. School administrators from New York State visited several Florida schools.

The New York State Education Department report, Programs for Children of Migratory Workers: The 1966-67 ESEA Report, was distributed to all those who attended the National Conference in Denver.

Intrastate

Regional planning meetings conducted by State personnel were held last spring in the communities of Geneseo, Sodus, Westmoreland, and Highland. These involved all teachers who were to participate in summer and fall programs for migrant children.

A migrant education workshop was conducted in Syracuse in December for State and local personnel. Program evaluation and program planning were the major topics of discussion.

The Education Department sends its report of the previous year's migrant education program to all participating districts. Similarly a handbook, entitled Educating Migrant Children, prepared by the Curriculum Development Center in cooperation with the Office of Migrant Education, was distributed to all participating local school districts as well as to Directors of Migrant Education in all the states and the United States Office of Education. Important dissemination responsibilities are also carried out by the Migrant Education Advisory Committee whose twelve members represent all regions of the State as well as personnel of the State Education Department. Committee members include educators, clergy, Community Action Agency representatives, members of local migrant assistance groups, and a member of the New York State Department of Agriculture and Markets.

The 1967 evaluation report Programs for Children of Migratory Workers: The 1966-67 ESEA Report of the New York State Education Department was distributed to all schools in the State as well as to all State agencies having a direct interest in the education of migratory workers.